UCET

Utah Coalition for Educational Technology

In This Issue!

Be the change: The role of educators in leading transformation

By Tim Douglas 12/21/2015

Idealists. Dreamers. Nonconformists. Agitators. Rebels. Lunatics.

These are labels applied to those who called for women's suffrage, demanded laws for protecting the environment, fought for the right to form unions, marched for civil rights, took a stand for an 8-hour workday and staged a pro-democracy movement in Tiananmen Square.

These social, political and cultural movements happen because they are necessary. To change is to improve, and change is difficult, but what power it has. Social movements transform "crazy" ideas from the margins to the mainstream, from polemics to policy. Social movements breathe life into ideas and make them real.

Aspects of the U.S. education system, and many others globally, have been slow to change for a variety of political, financial and philosophical reasons. The U.S. education system was formed more than 100 years ago in a different time, in a different economy to serve a different lifestyle using the technology available at the time. These systems taught students for those times.

Times have changed. These changes are demanding significant transformations in our classrooms. And education change agents, many part of the ISTE community, are leading the charge.

Will Richardson, author, education consultant, blogger and ISTE member, says the education system tends to be structured around how we educate a child versus how we help students learn. "To give students the technology and the access, you have to give them power and agency over their own learning. It's about helping kids discover their own educa-tion and developing them as powerful, sustained learners," Richardson says.

There's amazing consistency among education stakeholders regarding what they know for sure about learning. All agree it's about experience, passion, interaction, real work and interesting questions. "But then you walk into many schools, none of that happens. You have kids in rows, teachers are asking the questions and the conditions don't foster learning. Yet we keep doing it," Richardson notes.

The approach and conditions can be so ingrained that some feel they have little power to change it. But what if they could? What if more educators joined the grass-roots movement to become change agents? What if the few became the many and what school is became something quite different around the globe?

Empowered learners

The ISTE community has been advocating for education transformation for 40 years. Passionate members have long been on the leading edge with some of education's biggest ideas and

transformative initiatives. The seeds of transformation rest in the ability to empower learners to flourish in a connected world…a world where all learners thrive, achieve and contribute, and the product will be a better future.

"We want to make a difference in the world of education by demonstrating the power of technology," describes Kecia Ray, executive director for the Center for Digital Education and immediate past chair of the ISTE Board of Directors. "ISTE has been a community of innovators for decades. Technology plays a leading role in how we believe education can be transformed, keeping in mind the most prominent roles belong to the teacher and student."

Ray knows the stakes are high and the "movement" needs to succeed.

"Education is the least efficient system in our country today, but it's the most important. It's the system that will establish our future," Ray says.

The aim is to cultivate a movement that links passionate teachers and education leaders and allows them to share best practices that create better policies and better outcomes for students.

The value of student voice

ISTE has taken the lead in the push for education transformation, and yes, technology is a primary weapon in the revolution, but the students are the generals. Real reform must be student-driven and student-centered.

If the first step in the movement is to identify the problem (the what), which is to change how we teach students to better prepare them for a life of learning and achievement, then we should start by listening to them and validating their power.

"We always think of adults and speak with adults, but we need to think of students and speak with students," says Pernille Ripp, a seventh grade teacher at Oregon Middle School in Oregon, Wisconsin, the creator of the Global Read Aloud Project and an ISTE member. "We do many things without bringing students into the conversation."

"The real change will begin when we listen to kids and start asking what's best for them," says ISTE member Chris Lehmann, who is the assistant superintendent in charge of the Philadelphia School District's Innovative Schools Network and the founding principal of the Science Leadership Academy, a progressive science and technology high school in Philadelphia. "We need to keep asking what's best for kids. Schools serve kids, but schools really serve all of us."

Ripp adds that the ultimate objective is very broad and the paths to success will vary, but all involved must keep this in mind: "The bigger goal is having passionately curious human beings. That's the goal. We really want learners for life, and we forget that."

The movement is mobilizing

Always keeping the goal in mind, movements are about mobilizing people behind a shared purpose, providing them with a clear path forward and helping them communicate about it. The movement to transform education and how we teach our students takes flight with their involvement, but everyone has a role to play. Movements are sustained by all stakeholders, and they need to attract the entire community: teachers, school administrators, parents, clergy and elected officials.

"Everyone needs to be unified around a central vision," says Andrew Smith, educator, director of digital innovation for the Rowan-Salisbury School District in North Carolina and an ISTE member. "Everyone needs to see where we're going…and talk about it in 'grocery store conversations,' common places where people talk. We need to be able to tell a great story about our school all the time. If we don't tell the story, someone else will, and they never get it right."

Smith adds that his colleagues don't wait for the conversations to find them. They take their messages to community members by visiting service groups, businesses and different types of organizations – anyone who will listen.

Ripp agrees. "The community needs to be part of the conversation, but we assume that others will shut us down, so we don't even invite them. There is lots of research on changing the minds of others, and it's face-to-face [interactions]." This approach trumps emails, forums and big meetings every time, Ripp notes. "It's about real, face-to-face human relationships."

Passing of ESSA

by Charice Carroll

Everyone's favorite Education Bill, No Child Left Behind, expired in 2007, and in 2015 Congress finally got around to doing something about it. The new legislation is Every Student Succeeds Act, an effort that President Obama described as a "Christmas Miracle" because of its bi-partisan cooperation. But what does ESSA really do?

Well, in a nutshell the ESSA: A) Restores important authority over schools to the states, rather than the federal government, B) Provides $1.65 billion in grants for tech-related education programs (including professional development) and funds $1.6 billion per year in ongoing funds through 2020, C) Provides $1 billion to create "21st century community learning centers" to provide innovative ways of delivering education, D) Still emphasizes testing, but puts the responsibility in the state's court, and E) Provides funding for training and retention of effective STEM teachers.

It is not a "perfect solution" by any stretch, and even the most ardent supporters of the legislation would like to see it do more, but all education groups seem to be supportive of the positive steps that the legislation does take toward restoring some autonomy to the states and funding new technology programs.

For more details regarding the new law, you can check these sites:

http://www.ed.gov/news/press-releases/fact-sheet-congress-acts-fix-no-child-left-behind

https://thejournal.com/Articles/2015/12/03/Blended-Learning-Professional-Development-Make-Gains-in-ESEA-Overhaul.aspx?Page=1

http://www.iste.org/advocacy/public-policy/reauthorization-of-the-elementary-and-secondary-education-act

Don't forget to Share Your Story with UCET at: http://www.ucet.org/

Consistency is a must

Consistency is important as well. Change doesn't happen overnight; people need to have several positive experiences along the way to make the ultimate goal seem attainable. These experiences also help stakeholders better understand what they are trying to do and sustain their interest.

For example, Smith's district highlights its open-door policy each Wednesday when one school in the district serves as host to any and all visitors.

These interactions also invite and encourage tough questions, and the answers lead to greater credibility. Movements thrive in sunshine. Transparency helps the transformation. If teachers and others want to create change, they need to be able to "show and tell." All of this adds up to trust, and trust is the glue for strong relationships.

"Seeing is believing," says Smith. "We need to let everyone see our good work. Feel it. Touch it. Be a part of it. Really understand it. This also respects the community. Change usually looks like disrespect to a community, but you need to honor the past and explain what you're doing and why you're doing it."

Authentic connections, honest dialogues, proven knowledge and a clear vision also help guard against what Josh Stumpenhorst calls "survivor bias."

Overcoming the common experience

Education is the only system we've all experienced in one way or another. And just as owning a wrench doesn't make someone a mechanic, taking algebra in the seventh grade doesn't make someone an educational transformer.

"Many people think what was good for me is good for my kid," says Stumpenhorst, a sixth grade teacher at Lincoln Junior High School in Naperville, Illinois, author of the book The New Teacher Revolution and an ISTE 2015 keynote speaker. "They think 'I turned out ok, my kid will be ok.' It's the feeling of 'let's do it this way because that's the way we've always done it,' and this is the most dangerous phrase in education today."

Ray believes Stumpenhorst is right, and recognizes this issue as a significant roadblock.

"The world isn't the same as it was, but everyone does have some authority on education," she says. "We need to help everyone understand that kids deserve a better education than we had. Why would you give a kid a Gremlin, when you can give him or her a Porsche?"

Sapping survivor bias

The survivor bias phenomenon usually afflicts parents, who, like others when faced with a need for change, have a tendency to return to the familiar and the usual. But, after students, parents are the strongest forces in the movement to transform education and are allies who need to be courted.

"If you want change in schools, take the time to really explain the issue to parents, make them aware of it, and then maybe they get upset and see the need for change," says Stumpenhorst. "Parents are a great seed to plant for change because they're the best advocate for their kids, and if parents don't advocate, then often times there is no one to advocate for students."

"Parents will listen to their kid more than they will listen to a teacher or anyone else," Ripp says. "Parents then become a mouthpiece [for their child], and that's important."

Students are the raison d'etre of the movement and parents their powerful ally. Teachers and educators are right in the middle, bridging the two groups.

Teachers are the spark

As the ultimate connectors, teachers may wield a great deal of influence, but there are catches. Sometimes teachers are stifled by a district or an administrator; sometimes teachers are undone by parents; sometimes teachers are their own worst enemy.

Nevertheless, teachers can light an intense fire in the classroom that will spread and feed the movement, especially when they have a supportive administration.

"We need the leadership at the top, and we need the power at the bottom with teachers, parents and students," Smith says. "It's a combination of grassroots and top down. It's the perfect storm that will lead to transformation. Students are the fuel. Teachers and parents are the vehicle. The superintendent and the leaders are the ignition. You get that, and

then you're blazing."

"Teachers are true agents of change if allowed to be," says Stumpenhorst. "For me, action is most impactful at the ground level with teachers, when it starts in the classroom and spreads. You get change rolling by doing it."

But what connects teachers? Vision, objectives, goals, communication – the intangibles, of course. The tangible tie that binds? Technology.

Go big or go home

Some of the biggest global movements of the decade – the overthrow of Egypt's President Mubarak and Occupy Wall Street – gained momentum because word spread quickly via social media such as Twitter and Facebook. Education transformation shouldn't – can't – be any different.

While perhaps not as incendiary or quick to morph as other global movements, changes to education can be spurred via shared stories and connected communities.

"We need to share our successes and our failures so we can all learn," says Stumpenhorst. "I have a friend who always says, 'if a doctor cures cancer and doesn't share the cure, that doctor would be drummed out of the profession.' It's unacceptable and wouldn't be tolerated. Why isn't it the same for teachers?"

"A lot of people are doing a lot of great things," says Ripp. "But we all need to know about them. Being a connected educator is not just being on social media, it's about using social media effectively."

And the best thing about all of these tactics, according to Greg Green, superintendent of Clintondale Community Schools in Clinton Township, Michigan, is that they're free, which is a good thing because finances aren't the fix.

"First, work on aligning the school improvement movement without concentrating on needing money, because money won't fix the problem," he says. "We have the human capital. We need to cash in on the human capital for the transformation. It comes down to people."

It's worked before

Achieving change has been successful before in education via ubiquitous networks and the leveraging of social media. Take Edcamp and #edchat, for example.

As ISTE member Kristen Swanson, author of The Edcamp Model: Powering Up Professional Learning with Kevin Jarrett and Dan Callahan, shared in a blog post, the first Edcamp was organized by a group of teachers who came together in Philadelphia for BarCamp, a computer science unconference first held in 2008.

"After experiencing the passion, sharing and excitement that surrounded the event, a handful of other educators and I decided it was too good to contain," Swanson wrote. "We exchanged contact information and, on Skype calls over a period of months, tweaked the design and adjusted the BarCamp concept to accommodate teachers and administrators."

The creation of a logo and promotional materials were funded by donations of money and skills. With no advertising budget, they leveraged social media, word of mouth and blogs to lure people to the event. Within a few months, 100 people had signed up to attend.

As Swanson passionately tells it, "On an unseasonably cool morning in May 2010, lots of educators arrived at the Philadelphia location, collaboratively built a schedule of sessions related to their interests, and talked. And talked. And talked. It was a pos-itive, interactive day. Personally, I couldn't recall another professional learning experience where I got to do so much discussing and sharing."

As part of the event's debrief, committee member Dan Callahan suggested creating a wiki to document the experience and share it online.

And just like that, as those first Edcamp attendees began to share their experiences via blogs and social media, interest grew, others wanted in and Edcamps began to emerge throughout the East Coast.

Today, the Wiki lists hundreds of Edcamps around the world.

The edchat concept has an equally compelling and grassroots rise to prominence.

In 2009, a critical mass of educators began using Twitter to collaborate and share ideas. At the time, much of the back and forth was between a small group of educators. One of those educators, ISTE member Tom Whitby, wanted to engage more people at once and began posing provocative questions to get a wide-ranging conversation going.

Three educators, Shelly Terrell, Berni Wall and Steven Anderson, were frequent participants in the conversation.

"We benefited from and enjoyed these spontaneous discussions so much that we decided to organize a chat with a specific topic and theme and a specific time," Whitby explains.

Today, #edchat has more than 400 chats taking place globally seven days a week. The initial creators have also been instrumental in helping a number of other chats get started.

Change is afoot

Change is messy and it's exciting. But we really must ask ourselves if we are willing to suffer the discomfort of change in order to achieve a better future.

Education consultant Richardson says he's more optimistic than he was just a year ago about the potential for real change in education. "More people are acknowledging we need to do something different," he says.

Ray says the solution is clear. "If we care about kids and our future, then we'll do what's right."

Tim Douglas is a former television news producer who also served as a senior media consultant for several speakers of the California State Assembly. Today, Douglas is a freelance writer who covers a wide range of topics.

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UCET

2016 Conference - Salt Lake City, Utah
University of Utah

March 17-18, 2016   Conference Info
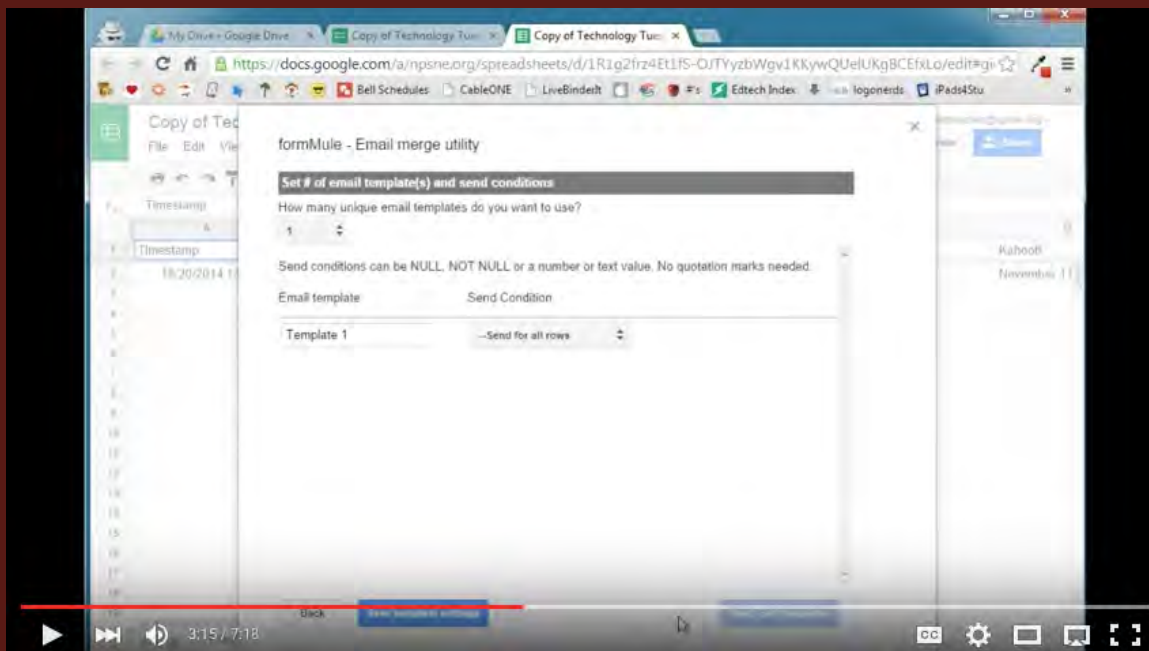
Open Broadcaster Software - free open-source software for live streaming or screen recording!

https://obsproject.com

What is OBS? Open Broadcaster Software is free and open source software for video recording and live streaming. Supported features include:

- Encoding using H264 (x264) and AAC.
- Support for Intel Quick Sync Video (QSV) and NVENC.
- Unlimited number of scenes and sources.
- Live RTMP streaming to Twitch, YouTube, DailyMotion, Hitbox and more.
- File output to MP4 or FLV.
- GPU-based game capture for high performance game streaming.
- DirectShow capture device support (webcams, capture cards, etc).
- Windows 8 high speed monitor capture support.
- Bilinear or lanczos3 resampling.
- What is OBS MultiPlatform?

OBS MultiPlatform is a complete rewrite of the original OBS from the ground up, with the main goals of course being multiplatform support, a more thorough feature set, and a much more powerful API. A very early and simple release is currently available for Mac.

OBS MultiPlatform will eventually support many of the advanced requested features not present in the original OBS, such as multiple stream outputs and scene previewing. It does not have these features in this release.

How much does it cost? OBS is completely free! Not a dime! There are no subscriptions, no payments at all. OBS is available to everyone, with source code publicly available on github for anyone to help contribute. While OBS will always remain free, you are welcome to donate to support our development efforts.

Plugins - OBS has an API allowing developers to create their own unique plugins, giving them and others complete control of their streaming experience. Some popular plugins include:

- Simple scene switcher
- Video source
- Browser source
- ...and many more!
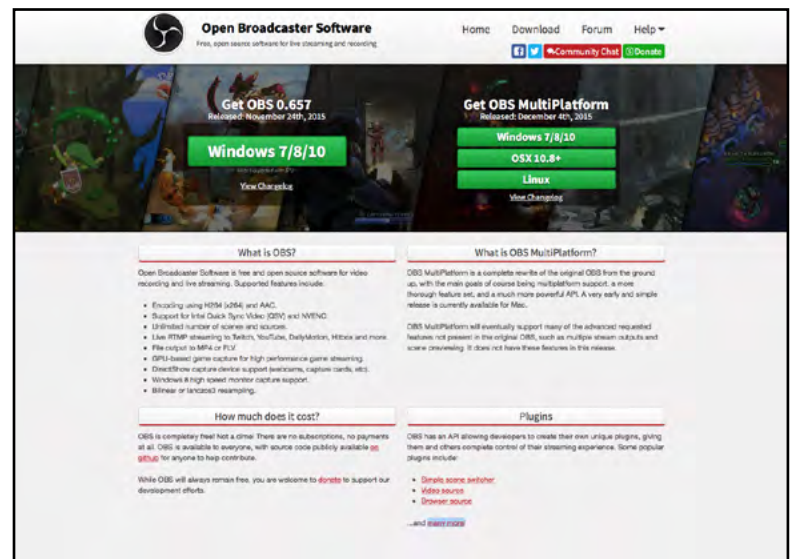
Bring Your Company to UCET

Sallie Warnecke, sallie.warnecke@ucet.org

http://www.ucet.org/vendors/

Are you a vendor interested in showing #ucet16 attendees how your company can benefit them? Register to be a conference vendor.

This year's conference is scheduled for March 17 and 18, 2016, at the University of Utah. This year's conference falls during the University of Utah Spring Break, which is optimum for our conference.

This is an exciting move for UCET, and we are pleased to invite you to attend. This year you will have a variety of location choices as the vendor hall will be spread throughout the Student Union building and in OSH, the building next door to the Union.

Also new this year are three levels of vendor sponsorship. The first level is the Platinum level. The second level is the Gold level. The third level is Silver. The cost of the Platinum level is $6000, which includes a complete package. The cost of the Gold level is $2000. The cost of the Silver level is $500. For package details, see the Vendor Pricing page.

Our conference comprises stakeholders from all areas of public and private education. Technology directors, administrators, and teachers attend the conference each year. The conference attendees are highly interested in seeing and hearing about new and innovative ways to use technology in education and are, in most cases, sent to the conference by their school districts to evaluate instructional technologies. In a nutshell, the attendees of this conference are the movers, shakers, and decision-makers regarding technological decisions in Utah's schools. Please join us for the best conference we've had in our 35 year history!

Volunteer Call for #ucet16

Chandra Martz, chandra.martz@ucet.org

http://www.ucet.org/conference/volunteers/

We need volunteers to help us make this conference great! Look for the volunteer box on the registration form or contact Chandra for more information.
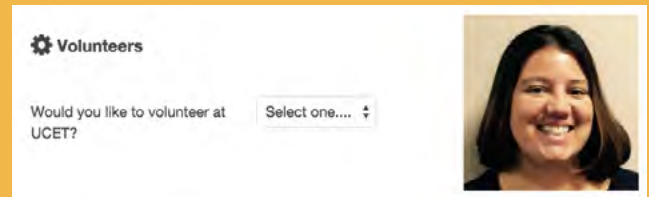
Board Elections for UCET

Michael Hakkarinen, michael.hakkarinen@ucet.org

http://www.ucet.org/conference/elections-ballot/

The UCET President Elect position and four elected board member positions will need to be filled this year due to term limitations. To fill these positions, elections will be conducted on Friday, March 18, 2016, from 7:30 a.m. to 2:30 p.m. Information about how to access the ballot will be sent via email to each UCET member. The election results will be announced in the closing session of the UCET conference on Friday, March 18, 2016. Results will also be sent to UCET members via email and will be posted to this web site.

To find out more about what the UCET board does, visit About and Board. All candidates should complete the Google Form – https://goo.gl/mrkUfb which includes a short bio and answer to the question, "I would like to serve on the UCET board because…." Submission deadline is Thursday, February 11, 2016.

UCET 2016 Conference Credit

Rick Gaisford, rick.gaisford@ucet.org

http://www.ucet.org/attendees/conference-credit/

We will again be offering three types of conference credit this year: University Credit (SUU EDUC 5455-303) One (1) Credit Hour, USOE Inservice Credit One (1) Credit Hour, and Licensure Points. All credit requests will be available via Google Form. Prepare ahead of time by downloading or copying the 'notes' document. More details can be found on our website and will be posted to the schedule when it becomes available.

SUU/USOE Learning Artifact – UCET Conference
http://goo.gl/SSGnr6

SUU/USOE Google Form Submission
https://goo.gl/XgJGpF

SUU Forms – http://goo.gl/ivNZ74

UCET

2016 Conference - Open Call for Presenters

March 17-18, 2016

Sign Up to Present at #UCET16

UCET 2016 - Join us in the biggest and best educational technology conference in Utah!

The 2016 UCET Conference (#ucet16) will be held on March 17 & 18 at the University of Utah. Our theme this year is Tech Madness! Keynote speakers will be Thurl Bailey (@bigTbailey) and Ginger Lewman (@GingerLewman).

Click here for more information about our phenominal keynote speakers.

We couldn't be more excited about moving our conference to the University of Utah! Click here to learn more about our new venue. There are many reason why the U is going to be great for UCET. Check out our "Sweet 16" top reasons for the move:

http://www.ucet.org/wp-content/uploads/2014/07/UCET16-2.png

Click on any of the images for links to conference information, presenter registration, and attendee registration!

UCET

2016 Conference - Attendee Registration Open

March 17-18, 2016

Register to attend #UCET16

UELMA Partnership

Leslie Lewis, leslie.lewis@ucet.org

Dear UELMA Members,

We recognize the conflicting dates of our conferences (UELMA, March 18, and UCET March 17 & 18) have placed some of you in a pickle. The UCET Board would like to offer the following to help make this choice a little more palatable. All UELMA members attending the UCET conference on March 17 will receive $12 off the regular $42 one-day price. Please visit https://www.ucet.org/attendees/ for the registration link. In the billing information section of the attendee registration form, please use "uelma" for the field "Do you have a comp code?" You will still need a billing address, but can ignore the rest. You should then see a $30 registration price.

We would also like to offer credit for attending both conferences. We have updated our conference credit information at https://www.ucet.org/attendees/conference-credit/ Your options are one of the following:

• SUU Credit (1 hour)
• USOE Credit (1 hour)
• Licensure Points (up to 14 points)

Please keep in mind there is a bit of homework involved for all but the licensure points option. All credit options will be awarded after the conference based on the completion of the request form.

Thank you for considering attending our conference in addition to UELMA. We hope to see you there!

UCET Board

New Year's Resolution - Get more connected in 2016! *Jared Covili - covili@gmail.com*

A great way to get started is to Build your PLN with Twitter: Twitter has changed the game for educators looking to connect with one another. With a twitter account I can connect with educators from across the globe in seconds. I don't have to wait for a session at a conference to find great resources - I can turn to my PLN (Personal Learning Network) and find ideas and options for my classroom immediately.

Here are some good ideas for building your PLN on Twitter:

Join with UCET in participating in a weekly educational chat on Twitter. Each Wednesday at 9 pm members of UCET can be part of a state-wide Twitter chat on a different educational topic each week. See you Wednesdays at 9 for #utedchat on Twitter. Be sure to follow @UTedChat on Twitter for reminders about the weekly chat as well as other great information!

Use Hashtags. Twitter is a constant information stream that can intimidate beginning users. Searching for hashtags can filter out the noise and help you find the resources you're looking for in your classroom. @cybraryman has provided a list of educational hashtags to help get you started - http://cybraryman.com/edhashtags.html

Don't just consume - share. When starting with Twitter it's great to find and learn from others. You'll find that there are tons of incredible educators willing to share resources with you. To build your PLN you'll want to contribute to the crowd. Consider sharing a great article you just read, provide a testimonial of a website or tool you use, or contribute a great lesson idea that's worked in your classroom. Others will appreciate the information and your network will grow!

Don't try to read everything. You'll never keep up. Twitter is on 24/7 and you'll never be able to digest every idea or comment. Focus on learning one or two new things everyday and you'll be ahead of the game. Imagine a tool that can give you a couple ideas for your classroom everyday - amazing.

Announcing: CK-12's New Partnership With Google Classroom

From their website: "We're proud to announce that we have integrated the Google Classroom share button within CK-12. Now, teachers and students will be able to access our entire library of content in conjunction with the Google Classroom platform. Now, any piece of content that was previously shareable across social networks (Facebook, Twitter, Pinterest), can now also be shared to your Google Classroom! So, Google Apps for Education users, rejoice! That means no cross checking between apps or interfacing with different systems.

...So, now if you find an interesting textbook, video, activity, or assessment for your class on CK-12, all you need to do is click- and voilà, your entire class can now freely view what you shared. Assigning homework, reading assignments, or making announcements for reviewing material has never been easier. All it takes is one click and you have assigned homework or made an announcement to your entire class. It's just that simple. For teachers and admins that love to use both CK-12 and Google Classroom, life just got a little easier!"
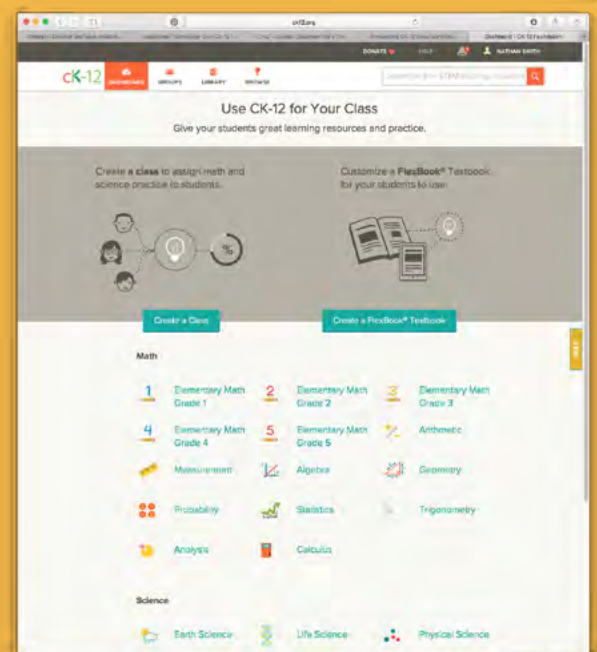
From the website blog MidnightMusic: "The guide features more than 100 (yes, 100!) individual technology resources for music teachers and they are divided into categories that include:

- Reading Notes of the Staff
- Ear-Training
- Rhythm
- Music Theory
- Notation
- Recording and Sequencing
- Creating Loops and Patterns
- Remixing, Arranging and Composing
- Create Your Own Music Games
- …and 6 others."

About Katie - I'm a trainer and consultant who helps music teachers integrate technology

From the website blog MidnightMusic: "A couple of weeks ago I shared my collection of Clever Music videos on Pinterest which had a great response. This week I wanted to share an easy way to make viewing those videos – or other Youtube videos – more meaningful for your students.

By using the free online TED-ED lesson creation tool, you can take any existing video on Youtube, or on the TED talks website and turn it into a lesson by adding questions, discussion points and further reading. Because everything takes place online, students can access the lesson from any device.

You can add multiple choice questions, open-ended questions, discussion topics and reference material right next to the video."

About Katie - I'm a trainer and consultant who helps music teachers integrate technology into their classes.

From the website blog Ben and Me: "Back to school time is a great time to evaluate those iPad apps. Or perhaps you budgeted some dollars to buy a new iPad and you're looking for some great apps. I've scoured the Apps Store and some places on line to put together some great ones for you to take a peek at! If you have others, please feel free to leave them in the comments for me. I'll check them out and perhaps add them to the list! "

Happy New Year - 2016!